COUNSELOR

SUMMATIVE EVALUATION

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Counselor: |       |  | Assignment: |       |
| Employee ID #: |       |  | Date: |       |
| School: |       |  | School Year: |       |

|  |
| --- |
| SUMMATIVE EVALUATION PRE-CONFERENCETo be completed before employee conference |
| **1** | Review of observation data[ ]  No[ ]  Yes | Optional Comments:       |
| **2** | Review of survey data[ ]  No[ ]  Yes | Optional Comments:       |
| **3** | Review of applicable student data[ ]  No[ ]  Yes | Optional Comments:       |
| PLAN |
| **4** | (P.1) Creates and implements a vision and goals for counseling in collaboration with school and district administrators |
|  | [ ]  Ineffective[ ]  Moderately Effective[ ]  Effective[ ]  Highly Effective | Optional Comments:       |
| **5** | (P.2) Analyzes and uses ongoing data to create programs and activities that meet the individual needs of all students |
|  | [ ]  Ineffective[ ]  Moderately Effective[ ]  Effective[ ]  Highly Effective | Optional Comments:       |
| **6** | (P.3) Designs guidance curriculum aligned with content standards identified in the Utah Model Comprehensive Counseling and Guidance Program and DESK |
|  | [ ]  Ineffective[ ]  Moderately Effective[ ]  Effective[ ]  Highly Effective | Optional Comments:       |
| **7** | (P.4) Plans, prioritizes, and balances work tasks to devote a majority of time to direct services to students |
|  | [ ]  Ineffective[ ]  Moderately Effective[ ]  Effective[ ]  Highly Effective | Optional Comments:       |
| **8** | (P.5) Ensures services are available to address identified needs, immediate concerns, and crises |
|  | [ ]  Ineffective[ ]  Moderately Effective[ ]  Effective[ ]  Highly Effective | Optional Comments:       |
| TEACH & GUIDE |
| **9** | (T.1) Partners with classroom teachers to plan and deliver curriculum based on the needs of the students |
|  | [ ]  Ineffective[ ]  Moderately Effective[ ]  Effective[ ]  Highly Effective | Optional Comments:       |
| **10** | (T.2) Facilitates personal development and college/career readiness for all students in a variety of venuesincluding large group, small group, and one on one |
|  | [ ]  Ineffective[ ]  Moderately Effective[ ]  Effective[ ]  Highly Effective | Optional Comments:       |
| **11** | (T.3) Proactively acquires and provides information and resources in multiple ways based on individual student and school community needs |
|  | [ ]  Ineffective[ ]  Moderately Effective[ ]  Effective[ ]  Highly Effective | Optional Comments:       |
| **12** | (T.4) Engages learners through effective instructional strategies |
|  | [ ]  Ineffective[ ]  Moderately Effective[ ]  Effective[ ]  Highly Effective | Optional Comments:       |
| CHECK |
| **13** | (C.1) Implements follow-up procedures and uses feedback to make adjustments to guidance curriculum, resources, or support |
|  | [ ]  Ineffective[ ]  Moderately Effective[ ]  Effective[ ]  Highly Effective | Optional Comments:       |
| **14** | (C.2) Tracks student progress and provides specific, timely, and ongoing information to students and parents |
|  | [ ]  Ineffective[ ]  Moderately Effective[ ]  Effective[ ]  Highly Effective | Optional Comments:       |
| **15** | (C.3) Collects a variety of data to assess student, school, and community needs |
|  | [ ]  Ineffective[ ]  Moderately Effective[ ]  Effective[ ]  Highly Effective | Optional Comments:       |
| ENVIRONMENT |
| **16** | (E.1) Fosters a safe environment where counselors, staff, and students are positive and respectful |
|  | [ ]  Ineffective[ ]  Moderately Effective[ ]  Effective[ ]  Highly Effective | Optional Comments:       |
| **17** | (E.2) Knowsstudents as individuals and responds to their diverse needs |
|  | [ ]  Ineffective[ ]  Moderately Effective[ ]  Effective[ ]  Highly Effective | Optional Comments:       |
| **18** | (E.3) Demonstrates caring and understanding within an environment of high expectations |
|  | [ ]  Ineffective[ ]  Moderately Effective[ ]  Effective[ ]  Highly Effective | Optional Comments:       |
| **19** | (E.4) Creates an inviting and productive environment through effective organization |
|  | [ ]  Ineffective[ ]  Moderately Effective[ ]  Effective[ ]  Highly Effective | Optional Comments:       |
| PROFESSIONALISM |
| **20** | (PRO.1) Engages in self-reflection and professional learning for continuous growth and expertise |
|  | [ ]  Ineffective[ ]  Moderately Effective[ ]  Effective[ ]  Highly Effective | Optional Comments:       |
| **21** | (PRO.2) Collaborates and cultivates productive relationships with staff, students, parents, administrators, and communityto improve learning |
|  | [ ]  Ineffective[ ]  Moderately Effective[ ]  Effective[ ]  Highly Effective | Optional Comments:       |
| **22** | (PRO.3) Approaches challenges and changes positively in a problem-solving manner |
|  | [ ]  Ineffective[ ]  Moderately Effective[ ]  Effective[ ]  Highly Effective | Optional Comments:       |
| **23** | Adheres to all school, district, and state policies and procedures with consistency. |
|  | [ ]  No (comments required)[ ]  Yes (comments optional) | Comments:        |
| **24** | Commendations, Recommendations, Other:       |
| SUMMATIVE EVALUATION CONFERENCETo be completed with employee |
| PROFESSIONAL GROWTH PLAN: |
| **25** | Educator has reviewed stakeholder feedback, and has responded by making adjustments as needed. |
|  | [ ]  Did not review[ ]  Reviewed, but did not make adjustments to practice[ ]  Reviewed, and made adjustments to practice [ ]  Reviewed, scores indicated changes were not needed | Optional Comments:      |
| **26** | Professional Development Review[ ]  Complete | Optional Comments:       |
| **27** | Professional Contributions (please list)[ ]  Complete | List:       |
| **28** | (PRO.4) Makes professional contributions to school, district, and school community |
|  | [ ]  Ineffective[ ]  Moderately Effective[ ]  Effective[ ]  Highly Effective | Optional Comments:       |
| REVIEW OF GOALS |
| **Performance Goal #1** | [ ]  No progress toward goal | [ ]  Progress made toward goal | [ ]  Met goal |
| **Academic Goal #2** | [ ]  No progress toward goal | [ ]  Progress made toward goal | [ ]  Met goal |
| **Academic Goal #3** | [ ]  No progress toward goal | [ ]  Progress made toward goal | [ ]  Met goal |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Counselor Signature* | *Date* |  | *Supervisor Signature* | *Date* |